

CHILDHOOD EDUCATION

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Table of Contents

EDITORIAL. THE IMPORTANCE OF GOOD THINKING IN CLASS-ROOMS. <i>William S. Gray</i>	251
CONTINUITY IN MUSIC EXPRESSION. <i>Mabelle Glenn</i>	252
CHILDREN'S ORIGINAL SONGS.....	256
CONTINUITY IN EXPRESSION WITH MATERIALS. <i>Agnes Rice</i>	257
CONTINUITY IN PLAY ACTIVITIES. <i>Blanche Lovett</i>	259
ARE WE GOOD MOTHERS?.....	265
WOULD YOU HELP US FIND OUT WHAT WORDS CHILDREN USE IN THE HOME? <i>Madeline Darrough Horn</i>	268
DEPARTMENT OF NURSERY EDUCATION	
Some Applications of the Principles of Habit Formation. <i>Ada Hart Arlitt</i>	270
NATIONAL COUNCIL OF PRIMARY EDUCATION	
<i>Frances Jenkins</i> , Editor	
Editor's Notes.....	273
Schools Adopting One Another. <i>Elsie B. Osborn</i>	274
Announcement Dallas Meeting National Council of Primary Education.....	276
Mary J. Brady. In Memoriam.....	277
INTERNATIONAL KINDERGARTEN UNION	
The I. K. U. Tour to Europe.....	281
The Lure of the Tour. <i>Stella Louise Wood</i>	283
Announcement Dallas Meeting Council Kindergarten Training Teachers and Supervisors.....	288
Who's Who in Childhood Education.....	289
FROM THE FOREIGN FIELD	
A Kindergarten of the Devastated Regions. <i>Mademoiselle S. Huth</i>	290
The Little School. <i>Mesdemoiselles Louise Couve and Asta Imbert</i>	292
THE READING TABLE	
<i>The Problems of Childhood. Agnes Winn</i>	294
Among the Magazines. <i>Ella Ruth Boyce</i>	294

Editorial

The Importance of Good Thinking in Classrooms

THE wisdom of teaching pupils to deal successfully with problem situations is so widely recognized that it needs little or no supporting argument. The question which does challenge serious consideration in most classrooms relates to the means which should be used in cultivating habits of good thinking. A rich variety of suggestions appears in recent books and articles. These refer for the most part to steps in good thinking, to the importance of problems, projects, and large units, and to methods of stimulating good thinking among pupils. It is the purpose of this editorial to call attention to the subtle influence of the habits of thinking illustrated by the teacher in her contacts with her pupils.

The fact is well known that the experiences of a young child determine to a large extent the nature of his early development. He imitates the language habits, the manners, and the customs of his parents and playmates. To a very large extent the attitudes and habits which he has when he enters the kindergarten have been determined by these models and the experiences associated with them. Similarly the models and experiences which he has in the kindergarten and primary grades determine the direction of his development during his early school years. If motor skills are exemplified and emphasized he will grow in motor control and dexterity. If language activities are emphasized and if he has good models to follow he will develop rapidly in ability to express himself, his vocabulary will increase rapidly, and he will make distinct progress in his mastery of forms of expression. If problems are presented from day to day which challenge his interest and attention and if the teacher exemplifies habits of good thinking in her contacts with him, he will grow rapidly in ability to think in terms of some goal or end to be reached in the selection of means to arrive at the goal, and in ability to make new discoveries as he is attempting to solve his problems.

A group of first grade pupils were recently summarizing the important points of a discussion. The teacher wrote them on the blackboard as they were suggested. When the list was completed one boy made the comment, "We have forgotten something, Miss W——." "What is it?", said the teacher. "We have forgotten to show which are the big points and which are the little points," responded the boy. I asked the teacher later how she explained this keen observation. After a moment she said, "A few days ago we prepared an outline showing the main points and certain subordinate ones. This boy has apparently grasped the distinction from the example which we placed upon the board."

It is a matter of large importance that children in the kindergarten and primary grades have frequent opportunity to solve interesting and stimulating problems. It is of even greater significance that the teacher in her contacts with her pupils present models of good thinking which may serve as a guide to the pupils in dealing with problem situations.

WILLIAM S. GRAY,
University of Chicago.

Continuity in Music Expression

MABELLE GLENN

Director of Music, Kansas City, Missouri

WHAT is the aim of music in the kindergarten and primary grades? This question must be uppermost in our minds if we are to plan a music program that will truly function. ideals are being formed and standards are being set. Through music the imagination is easily aroused, and under proper direction, *music may become a vital force in the mental and emotional life of every child.*



THE KINDERGARTEN BAND

Dr. Kilpatrick, of Teachers College, Columbia University, has made the statement that "the business of the schools of today is to help every child so remake his life as to enrich it both now and hereafter," and "that music is one of the most accessible and promising means of doing this."

From the first day of kindergarten,

To explain this force in music is a difficult thing. We feel it, just as we feel goodness, but we cannot analyze it. Whether we wish to admit it or not we are all influenced more by our feelings than by our thoughts. The real dynamics of a man's life are his emotions. "Nothing is more certain than that our characters are created in the image of

that to which we give the most of our feelings."

Experts in child psychology tell us that these early emotional reactions have a lasting effect on the sanity and efficiency of later life. Therefore, the teacher of the little child must share the responsibility of making or marring the emotional life of the individual when older.

Music in the kindergarten and lower grades should be a social situation rather than a formal subject. While there is no place in the plan of modern education for "pouring in" information, in the lower grades it is inexcusable. In music, information is of almost no importance to the young child. The little child has within himself an unlimited store of beauty, and music offers him possibly the simplest and greatest opportunity for expression. For that reason music should not have a formal wall built around it to shut out the little child from spontaneous response.

In the beginning of our teaching of purposeful listening most of us have been guilty of seating children in straight rows with folded hands, saying "Listen to this!" and "Listen to that!" After music teachers imposed this stilted, formal instruction on many groups of children without any good effect, and without doubt, much evil effect, they awakened to the fact that the principles of modern education must be applied to music teaching if that instruction were to function. Would that we always kept in mind that the child is more important than the subject.

While much quiet attention is desired, it should be developed through music which communicates this quiet mood. In the primary grades why should a child sit quietly and listen to a soldiers' march or a fairies' dance when he longs

to be a soldier or a fairy. It is easy for the teacher to be a policeman, getting perfect order and seeming attention; but the experienced teacher knows that it is *impossible for a little child to give real attention when the music is a thing outside himself.*

The primary child is interested in activity alone, and he learns primarily through activity. A little child is not interested in the appearance or sound of an instrument unless he is going to have a chance to play it. The appeal of a song is the fact that he is to sing it. It is his own and he does not need to hear a trained adult sing it from a phonograph record unless he is so unfortunate as to have a teacher who is a monotone.

Because in the primary grades a child expresses himself without self-consciousness, it is the one and only time to train him rhythmically. Rhythm cannot be explained; it must be felt. The feeling for rhythm can only be developed through bodily response. Any teacher of experience knows that if a child deficient in rhythm reaches the fourth grade without having had opportunity to develop rhythmically he will never be able to enjoy thoroughly the rhythmic appeal of music, which is at least half of the beauty of music.

Too many teachers think that beating time with one finger constitutes rhythmic training. *Unless the child becomes one with the music in its pulse and swing, he has not sensed rhythm.* It is scarcely possible to spend too much time in expression of mood through rhythm in the lower grades.

Every child has an innate desire for self expression, and vocal music furnishes one of the best fields in which he may express the stirrings of his inward nature. Therefore, song singing for every child

is of first importance in music education, provided that song singing is of such a nature as to satisfy the desire for self expression, give a legitimate outlet to the emotions, and awaken the power to dream. This make-believe element, illusion, should be present in all song singing because songs portray feelings substituted for those which come to every individual in real life. To be sure, pupils must be trained so that their illusions do not lose all proportion; but sound illusions, properly fostered, give to individuals interest outside themselves and thereby make them of more value to society. Someone has said, "They who build the dreams of a nation thereby shape its destiny." That person evidently would exalt song singing, which helps to develop the power to dream.

In every music period the teacher should keep in mind the desired changes in the thought, feeling, and attitudes of her pupils. First of all there must be joy in every lesson, for any activity which is not associated with a sense of satisfaction is likely to be lost. The specific aims of kindergarten and primary music are these: pleasure in singing, development of skill in singing, and pleasure in listening and responding to beautiful music.

In kindergarten every child must first be led to appreciate the difference between his speaking voice and his singing voice through imitative singing of two and four phrase songs, which appeal in words and tune. These songs should be pitched high, and it is desirable that the melody should be descending so that the light head tones will naturally be carried down to the lower tones of the song. A good example of the two phrase song for the kindergarten child is "Wind in the Trees" from *Singing As*

We Go published by Hinds, Hayden and Eldredge, New York City.

Because of individual differences in ability to hear and match tones, individual tone matching should find a place in the program of every day.

Kindergarten children very naturally fall into three classes: those who can sing a phrase in tune, those who can match a single tone, and those who cannot. *Through tone plays and echo games each child may be made into a fair critic of himself and others* in their ability to match pitches and sing a beautiful tune.

Selections for the kindergarten listening lesson must be rhythmic, short, simply orchestrated, and pronounced in mood, so that the child's response may be spontaneous and therefore satisfying.

If individual work in tone plays has truly functioned the first grade may be divided into two groups, those who can match tones and those who can sing a short song correctly. In first grade the four and eight phrase song takes the place of the two phrase kindergarten song, though the same simplicity in subject matter and tune and the same tone range is desired. "The Farmer" is illustrative of the four phrase song, and "The Postman" of the eight phrase. These are both folk songs from the *Progressive Music Series* published by Silver, Burdett and Company, New York City. The first grade child should show increased skill in singing the correct tune and in use of his singing voice.

That the child may focus attention on the tune instead of the words he may sing his songs with a neutral syllable, his lullabies with loo, his drum songs with bum, etc. That a feeling for tonal relationship may be developed, the sol fa syllables may be taught by rote as a new verse to several four phrase songs.

The specific aims of our first grade listening are these: development of sense of rhythm through hearing and participating in rhythmic response in the play orchestra; development of the power to recognize and discriminate between rhythmic types; development of the desire and power to respond to these types of rhythm with a bodily response that is not only full of rhythmic feeling, but is always intelligent in recognition of tempo, and is reflective, always, of the mood and character of the music; development of interest in, and a taste for, the effects of instrumental combinations through the play orchestra; development of appreciation for compositions expressive of the rhythms and moods in which the child has had play experience.

The second grade class should have almost uniform ability in singing in tune if individual attention has been given to every child daily in kindergarten and first grade. His rote songs may be longer and may be taught with the book in his hands so that he may see the picture of the song he is hearing. "Frosting" exemplifies this more difficult second grade song. It is in the *Progressive Music Series* published by Silver, Burdett and Company, New York City. The simple songs to which he has learned the sol fa syllables may be analyzed as to their tonal groups. He may also have the opportunity of seeing the picture of these simple rote songs so that an eye vocabulary of these tonal groups may be developed through his rote song experience.

The listening lesson in the second grade builds on first grade experience, bringing further development of rhythmic discrimination leading to an appreciation for rhythmic contrast, sensing of phrases, sections, and melodic con-

trast, and developing further interest in and a taste for the effects of instrument combinations in the Play Orchestra.

The child on entering third grade has spent three years acquiring a tonal and rhythmic vocabulary through rote song experience and rhythmic participation, therefore, he is ready to apply these vocabularies in reading an unfamiliar song from the printed page. It is desirable that children learn to read music from the printed page, for without this skill much of the music of the world will be out of reach; but too many teachers ambitious in acquiring sight reading skill sacrifice the child's inner awakening and self expression for mechanical drill. *In music, exercise of the emotions is of far more importance than the development of a skill.*

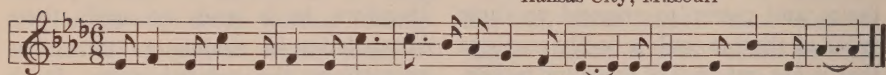
Our specific aims of appreciation in the third grade are a continued development of feeling for, and an appreciation of, the phrase and phrase balance; the development of the feeling for meter as the pulse that carries forward the phrase line, and experience in hearing repeated and contrasted tunes, all of which leads to an intelligent appreciation of the form and structure of music.

Through all primary grades the singing should be a part of the appreciation lesson, and a direct result of a feeling gained through the listening lesson. Children sing more beautifully because they have heard much beautiful music and they love to hear good music when they have learned to choose between good and bad tone in their singing lessons. *In listening, as in singing, participation is the key-note of success.* Let experience in music, not information about it, be our watchword. Through this experience we may help every child "to so remake his life as to enrich it now and hereafter."

CHILDREN'S ORIGINAL SONGS

I Saw a Boat

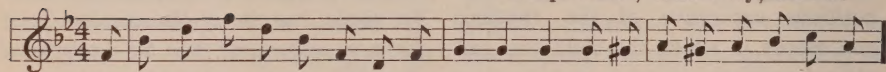
Words and Music by Faxon School Kindergarten,
Kansas City, Missouri



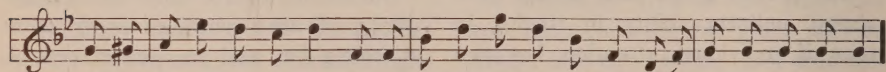
I saw a boat and it did float, Un-der a star-ry sky. The moon was shining high!

Listening to the Rain

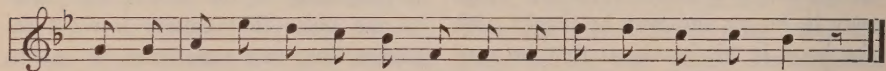
Words and Music by Third Grade,
Kumpf School, Kansas City, Missouri



The rain goes pit-ter pat-ter on the win-dow pane; We can hear its mu-sic chat-ter,



We've been list'ning to the rain. We can hear the rumbling thunder, And see the lightning flash;



And if it should stop, we won-der If the gray rain-clouds would dash.

Singing experience in two phrase songs in kindergarten should be followed by creative experience. The song, "I Saw a Boat," offered by children of the Faxon School kindergarten, is an example. The teacher must not be too ambitious for results. Take what the child offers with few suggestions from the teacher. Experience in creative work develops power. The poem and melody of the song, "Listening to the Rain," were created in a third grade class at the Kumpf School on a rainy day last autumn.

Continuity in Expression With Materials

AGNES RICE

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FOR a number of years, leaders in the field of early childhood education have been actively engaged in bringing about a closer articulation between the kindergarten and the primary grades. The contributions which science has made to this field have established the fact, that, psychologically, the period from four to eight is a unit; and that present needs and present capacities of the child within this period, must be considered in the selection of the content of the curriculum, and of such media as will provide adequately for the expression of ideas. The selection and use of the Manual Arts materials as they affect the work in the grades is, perhaps, one of the most striking examples of continuity in curricula activities.

For so long, the traditional curriculum attached little importance to the use of materials as a medium of expression, and less to the selection of such materials. The traditional kindergarten curriculum, on the other hand, provided more adequately for expressive work. In the kindergarten-primary organization—where increasingly greater emphasis is placed upon development through real activity, upon living as a primary means of learning, upon doing as equal and complementary to reading, talking, listening—materials not only play a very important rôle but are indispensable.

The children in living through experiences, so essential during this period, are provided with materials which meet their physical, mental, and social needs. It is apparent, therefore, that they will differ radically from those which are representative of the traditional curriculum; that they will serve a different purpose; and that similar materials will be found in both kindergarten and the grades.

Children upon entering school are provided with large building blocks, boxes of all kinds, pieces of wood, a work bench and tools, pieces of cloth, dolls and doll furniture. These stimulate activity, suggest problems, and furnish the means of solving problems. They make possible many concrete experiences.

Much opportunity is given for experimentation, for the selection of materials in meeting real or play needs, for suggestions concerning better methods of procedure in reaching desired ends. Experimentation soon suggests a variety of possibilities and results in the reflection of some phase of community life within the immediate environment—a house, a store. An exchange of ideas during a conference period stimulates further activity and soon a village street is in the process of construction.

Through the utilization of materials in meeting present needs, children gain

control of the larger and more fundamental muscular coordinations; they satisfy their desire to manipulate, to construct, to experiment, to investigate; they acquire a better understanding of social life; they gain in ability to direct their activities to desired ends.

In the old type of organization contact with materials practically ceased when children entered first grade. Present needs and present capacities, however, viewed from the standpoint of the young child, make it imperative that materials which provide opportunities for "practice in expressing ideas" be supplied throughout this entire period.

When children enter first grade, therefore, they find that many of the materials which met their needs in kindergarten serve them equally well in first grade. Here, too, they are given freedom of choice in the use of materials; they gain in ability "to plan, to execute, and to judge the results of their activities." Community interests somewhat revived from their immediate environment are reflected—a trip to a county fair will arouse interest in the farm and farm activities. Contact with practical materials in kindergarten and first grade makes for greater independence in second and third. There is increased muscular coordination, and much gain in ability to plan with an ultimate end in view.

The ability to think through a problem was well illustrated by a unit of work which a second grade initiated recently. The first warm days of spring suggested

the park as a most enjoyable place to play. So keen was the interest that the children expressed a desire to reproduce one on the floor of the school room. An opportunity was given for reconstruction of experience by visiting a nearby park. All the play possibilities were noted and discussed. Upon their return, the children suggested various plans for carrying forward this unit. What seemed to be the best one was chosen. A working drawing, showing the details of the plan was placed upon the board directly above the space selected for the park. All of this was accomplished before the actual work was started.

As the child grows older, he becomes more critical of his work, is more interested in detail and works for a much more definite end. The kindergarten child in modeling an elephant for a zoo is satisfied if the general form resembles that of a real elephant. The third grade child, on the other hand is more conscious of the details of form and strives to make it look as nearly as possible like the real elephant.

Provision for continuity in expression with materials means more than simply furnishing a variety of media. It presupposes an appreciation of the fact that materials are a means to an end, namely, stimulating children to worthwhile activities in connection with their experiences; providing ample opportunity for the expression of ideas, for the development of greater muscular coordination, and for a better understanding of social life.

GEORGE WASHINGTON

The noblest figure that ever stood in the forefront of a nation's life.

—JOHN RICHARD GREEN.

Continuity in Play Activities

BLANCHE LOVETT

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WE HAVE begun in a small way at the Milwaukee Normal School to make a comparative study of differences in the play activities of children in the four year old kindergarten, the five year old kindergarten, and the first grade. Records of children's play expression throughout the year have been kept, and have been compared. From time to time each of the teachers concerned has exposed the three groups of children to the same type of situation while the other two teachers have made note of the children's responses to the given play situations. The aim has been to try to discover significant differences in the play tendencies, the interests, and modes of expression in children of four, five, and six years in order that they might be able to provide more adequately for the play needs of each of these groups and that they might develop greater continuity in the play activities throughout the three grades.

We realized as the year went by and we observed, compared, and recorded that we were making only a small beginning and that we should work at our comparative study for several years before we were ready to say in public, "Here are our results." However, because we believe that the study we have begun has made us more conscious of differences which will be helpful to us in curriculum making and because we believe that this type of study may be

suggestive to others who can carry the work further, I shall tell of it briefly quoting from the curriculum record kept in the three grades.

I shall illustrate from three types of plays: activity plays, dramatic plays, and rhythmic plays.

The children of four years are very active and their greatest joy comes from the use of their big muscles. Since they are stimulated by materials and breadth of space their game period is given outdoors in pleasant weather and in the gymnasium when outdoor play is impossible.

I quote from the curriculum record of the four year old group of the early part of the year:

"The children ran aimlessly over the campus, played in the swings, rolled in the grass, ran around the trees. The slide was very popular. One child had learned Drop the Handkerchief from an older child at home and he asked to play it. The game was started but before it was under way, first one and then another broke circle and ran over the campus at random. In the gymnasium the children climbed ladders, hung on the bars, rode the horses, played with balls and bean bags, alone. Later, in the gymnasium, several children were playing with balls, rolling, bouncing, and throwing them. One child sat down and rolled the ball across the room, then he ran after the ball, sat down and rolled it back. In a moment or two the teacher

followed him, sat down near the ball and rolled it back to the child. In a few minutes many children wanted to do



HELLO, DOCTOR? COME OVER RIGHT AWAY!

the same thing and as there were not teachers enough for each child they fell to playing in twos, rolling balls back and forth to each other. A few days later, a teacher, sitting in the center of a small group of children, was rolling the ball to each child in turn. She asked, Could you put something in the middle of the circle and roll the ball to it? The children looked about, spied the Indian clubs and put several of them in the center. They were very much interested in this game. The teacher then thought she would try putting two Indian clubs in the circle, some distance apart, and would suggest that the children try to roll the balls between them without knocking them down. They tried it but it did not interest them, it was too negative. They cared nothing about the skill but they did care about the thrill produced when the clubs were knocked down in the first game."

The following game was tried in each of the three groups. I will describe the playing of it with each class, quoting

first from the four year old curriculum record, then the five year old record, and then the first grade record.

"Several children were running from one wall of the gymnasium to another, the teacher said, 'When you are ready to start I will count one, two, three, go.' Many started, some followed, others left their play and joined in the run. Interest kept up about five minutes. There was no idea of winning."

I quote from the five year old curriculum record: "Children were running back and forth from one clump of trees to another in the Park. The teacher said, 'I will count one, two, three, go, then all run together.' When they reached the other side many shouted 'I beat.' The next time it was played a child asked to play it in his room. The teacher said, 'How can we play it here?' They decided to use chairs at each side of the room. There were difficulties but in time they decided on four children playing at a time. At



THE MASTER MECHANICS REPAIRING THE AUTOMOBILE

first they just ran to the chairs on the opposite side of the room and were satisfied. Later other suggestions were made such as, 'Let us run back to the

other chairs.' 'Let us sit down when we reach the chairs.' Bean bags were added and now they have some rules."

The differences as we saw them in this play were these: In the four year old group the children cared about the activity for its own sake. They cared nothing about how their companions ran. There was no interest in the winning. They made no attempt to organize the running into a game.

In the five year old group there were about half the children who cared about winning. All the group wanted the activity and as they played it from day to day they were more interested in playing it well. They suggested some rules, as difficulties came up that made them necessary.

The first grade played the same game. They were interested in the activity and the first day they played the game some one suggested running in a straight line so they would not make a mistake and get the wrong chair. Of course, that showed they were planning ahead to make the game better because they



FREE PLAY IN THE GYMNASIUM

wanted to win. They were interested in their companions and discussed the merits of the various players. They suggested some rules the first day.

DRAMATIC PLAY

Let us turn again to the records to note differences in dramatic play in the



PLENTY OF ROOM AT THE TOP!

three groups. I quote from the curriculum record of the four year old kindergarten:

"The dramatic play centered about the house. The children had built the house and rather crude furniture of University blocks. The children played together but had no unity of purpose. They would take blocks away from other children's tables, chairs, and beds and use them in their own building. One child mixed an imaginary cake on what he called a table, while another cooked on the same table and called it his stove. There was no attempt to reproduce family life as a group."

The five year old group went through many of the activities of the younger groups but they would often have a simple series of events leading up to a climax, as in making a cake and lemonade, napkins, and invitations for other children. When they played house each person performed his little duties as father, mother, or one of the children.

A section taken from the curriculum record of the first grade, describing their

house play reads: "The baby is sick, Mary is the mother. She telephoned for the doctor. John, who is the doctor, came and said, 'The baby has the measles, you must have the house quarantined. Have the maid telephone to the drug store for medicine.'"

In the dramatic play of the youngest

The first grade showed a decided growth in planning ahead and they were more interested in the truth of the results. They carried out their play in a more elaborate manner. This grade was much interested in making up a play with a plot and giving it to an audience.



LEMON OR CREAM WITH YOUR TEA?

group, the children were strongly individualistic, playing happily with little regard to others in the group. Many changed rapidly from one character to another and cared as much for the activity as for the character portrayal. The activities were often unrelated to each other and were often stimulated by a toy or materials at hand.

The five year old group showed more organization in their play and usually they were in small groups. There was some planning ahead, and they wanted to make articles to help them carry out their ideas.

RHYTHMIC PLAY

The curriculum records show differences in rhythmic expression also. The four year old curriculum record during the early part of the year reads as follows:

"The children listened to music. They clapped softly, and tapped to music. About one third of them were influenced by the piano. The rest were interested only in the activity. Piano played loudly, then softly. Children clapped as piano indicated. Results were good. Children walked around the room without music, then with

music. Walked fast, then slow. They all liked the running music. More than half of the group recognized the march and the run. They rocked imaginary dolls to music. Did well."

triangle was struck, they stopped, turned, and went in opposite directions, clapped hands, jumped, bowed, and sat in chairs. When suitable music was played it brought out tiptoe marching, giant



THE IDEAL STREET CAR—NO STRAP-HANGERS!



ALL ABOARD! CRUISE OF THE BIG BOAT "AMERICA"

In about the same length of time the five year old group did many of the same activities but added to them, progressing much more rapidly. The suggestions came from the children. The following suggestions are illustrative: When the

steps, running, and galloping. Children worked out these variations themselves. About one half did well.

A simple little skipping dance was organized from the suggestions of children. We selected some simple music

arranged so it would be suitable for a little dance and tried it with each group. The first lesson for each group is given.

Four Year Old Group: "The children tried to beat the time with the hands first and a few did well. When they tried to express the music with their feet some of them did well, if the music was slow. You could see by their faces and movements that many of the children felt the changes but could not always do it with their feet. There were possibilities for many changes but it would take much repetition to bring them out."

Five Year Old Group: "The same music was played, the children listened, were very attentive. They did a variety of movements with hands, more than half of the group did well. In one part of the music five notes played intensively and the chord is held. Some of the children stamped, others just stopped. They began to interpret the pattern in the first lesson but they did not have the group feeling."

First Grade Group: "The same music was played and the same teacher conducted. The entire group was interested and after listening a few moments they began to beat time with their hands. When they went on to the floor, the majority of the children expressed themselves well, made the changes quickly and two children took

hands and tried to dance together. The children watching were interested while their friends were on the floor. Many of them had the feeling for dance forms.

As a result of this study we have been making, we feel sure that the youngest group of children should have much freedom in large spaces, such as the gymnasium or play grounds, with simple toys and apparatus. An understanding teacher in charge so that when a child or children make a lead, the teacher can help them so they will grow in the situation of their own suggesting.

With the five year old group we would also have freedom in large spaces and since there is a growing tendency to play with other children and to organize their play, they ought to be given opportunities and encouraged to try out their ideas and judge them according to their abilities. There is also a growing desire to win and to have others admire their results; they must develop with this a feeling for playing the game fairly and taking defeat pleasantly.

We felt the first grade needed in their play activities the same freedom as the other groups. In every experiment we tried they had the same fun but they showed more skill. They played on a much higher level. In their plays they need freedom so they will make suggestions and grow in power to organize forms, and then judge the results fairly.

People who are poor in health and brains and money may still be rich in significance.

—William Lyon Phelps

Are We Good Mothers?

The story of one meeting

AUTHOR UNKNOWN

MOST time for another Mothers' Meeting—What *shall* we do this time? After ten or fifteen years of planning such meetings with women interested in children between the ages of one and six, a kindergartner may now and then experience a feeling of inadequacy. After such an arid mental period in one teacher's mind a suggestion came by the way of a borough conference of kindergartners—Do the rank and file of our young mothers think and plan definitely for the various phases of their children's development?

The story of how one group of average mothers expressed themselves when opportunity was given, follows.

It was decided to hold a "Good Mothers' Meeting," and fortunately the regular meeting day came just before "Mothers Day." In order to put the subject before these women the kindergarten children were given printed invitations one week before the meeting. Space was left at the bottom of the sheet for a reply and the children were asked to return this part of the slip.

The letter was as follows:

Dear Mrs. —:—

Do you remember some of the things that your mother used to do when you were a child, to help you in one way or another? What were some of the things she did that made her a particularly good mother?

What are you doing for your child that a good mother should do?

- 1 How are you training him in health habits?
- 2 How are you training him in courtesy?
- 3 How are you training him to respect older people?
- 4 How are you training him to respect other people's property?
- 5 What are you doing to cultivate the spirit of play?
- 6 What are you doing to encourage him to stay at home happily?
- 7 What are you doing to cultivate a love for good stories?
- 8 What are you doing to develop the religious (spiritual) life of your child?
- 9 How are you leading your child to be helpful when he is older?

Will you come to the kindergarten Thursday at three-fifteen and talk these things over with each other and with the kindergartners?

(Signed) (Teachers)

From the responses that came in, it was evident that the mothers considered this an important meeting. Acceptances from thirty women came back at once and where it was impossible for one to come, most genuine regret was expressed. When the day arrived an awful fear was in the heart of the leader. If they should come and sit in silence the whole thing would be perfectly flat! Tea was served as the guests arrived and it had been decided to proceed immediately to the discussion rather than to hold a business meeting first. The

chairs had been arranged in a large circle, with small chairs in front for small visitors. Though nothing had been said about it, most of the women came with their invitations in their hands. We had some extra ones to pass to any who did not bring them.

By way of introduction the women agreed that clothing a child and giving him three good meals a day did not in itself constitute good mothering. And then the meeting was open and some one almost immediately spoke about Health Centers. Most of the women had found that they were helped in caring for their children by visiting such centers. One woman was sure her child was exposed to whooping cough while waiting there, so she had decided to keep away; but most of the mothers considered such an experience an isolated case. They discussed regular habits of eating and expressed appreciation of the morning kindergarten lunch of two graham crackers. The disadvantage to children of daylight saving came up for discussion. Some mothers expressed themselves as certain that it is a much overworked excuse for not getting children to bed, since the little ones play on the street long after dark. Another question was whether a child should be allowed to sleep until the last minute possible for prompt arrival at school. The consensus of opinion seemed to be that it is better to have a child rise early enough to have time to dress quietly and eat properly and more particularly to take time to attend to toilet duties. It was stressed that as time goes on a mother should show that she expects her child to remember to attend to these duties, at the same time, however, keeping close watch to see that he does remember.

Concerning respect for older people the women stated first of all that the example of parents is of prime importance. The suggestion was made that every one should be courteous not only to the winsome old people but also to the unattractive ones. The subject of table manners came up in connection with courtesy. It was brought out that people are appraised very often by their conduct at table. Should children be allowed to talk at table? Most of the women thought it inadvisable. One woman said, "There are so many at my table I cannot allow it, but after we are through eating, the whole family remains about the table and the children are expected to visit with their elders at that time." Another said, "We try to talk only of pleasant things at the table." After discussion it was decided that in most instances children should be allowed to contribute some part to the family conversation at table since in this way they will be more free from self-consciousness as they grow older.

In considering forms of greeting attention was called to the fact that "Hello" is the almost universal greeting. The cooperation of every mother was asked in helping to substitute good morning and good afternoon for this slovenly custom. The habit of allowing children of school age to sit in trolleys while older people stand was dealt with in connection with its later results. When a child can stand by his mother it is better that he should do so, all agreed. Hats off in the house, they said, is desirable, but said one, "We must get after our husbands!" In regard to respect for the property of others they again seemed to think that example is far more important than precept, but

that the first failure in this matter should be dealt with wisely.

The spirit of play is fostered, some said, by supplying play materials in the yard such as sand, see-saw, play-house, or tent. It is also developed by mothers playing with their children and listening with interest to the children's account of their play and by mothers making clothes for the dolls and furnishing material and simple utensils for the children's use.

In the matter of encouraging children to stay at home happily, one woman said that after supper she always plays the piano for an hour and visits with her children thus making them enjoy staying in till bed time. Another tells pleasant stories. With older children, the value of owning reference books for home study was suggested. The cultivation of love for good stories is being accomplished by allowing the children to go to the library for the story hour and by telling good stories to the children at home. Also by mothers in consultation with the librarian as to what good picture and story books to buy for the home.

The presence of Protestants, Jews,

and Roman Catholics was no cause for embarrassment when we came to question eight. "Go to his own Sunday School," said one. "Teach him early to pray," softly said the wife of the Rabbi. "Tell him Bible stories at home," said another. "You know the little sentence you have taught the children to say before they eat their crackers?" volunteered yet another. "Well, George asked if he might say grace at home—I told him father did that, but he asked so many times that now we let him say it, and he does it every day." As to the last point every one agreed that the best way to begin is to let the very little folks help when they are so anxious to do so, even though it does "bother."

Year after year we conduct mothers' meetings while our sense of superiority grows greater, and our sense of humor possibly grows dull as we think that wisdom shall die with us. After all there are thousands of "ordinary" mothers who are thinking and planning for the right development of their children and such a meeting as the one described is as good for a kindergartner as for the mothers.

*As Valentines for love are sent
And I most love my mother
Then this the best of all, I'll send
To her, and to none other.*

—LAURA CHASE.

*Would You Help Us Find Out What Words Children Use in the Home?*¹

MADELINE DARROUGH HORN

Chairman Child Study Committee, International Kindergarten Union

The Child Study Committee of the International Kindergarten Union has a large number of words with their frequencies that children use in kindergarten. Now, they wish a like representation of words children use in the home to complete the vocabulary picture. These home data are very difficult to obtain as mothers, the logical agent for recording such data, are very busy people. Therefore, we are hoping that friends, mothers, teachers will all come to our aid. The following directions tell what is needed:

1. *Who wants to know?* Parents, teachers, research workers are some of the people who would like to know. The Child Study Committee of the International Kindergarten Union has chosen this problem for its year's work.

2. *Why?* The knowledge of what words children use at particular ages will aid educators and parents in best helping children with the many problems tied up with the use of words.

3. *How can we find out?* Record verbatim children's conversations in the home. Conversation must be had rather than isolated words if we are to know how frequently each word is used. To know how often a child uses a word is as important as to know that he uses it at all.

4. *How record the child's conversation?* Write down the children's conversations verbatim in any convenient way. One mother used a notebook that fitted into her apron pocket. If you use loose

sheets of paper on which to record the child's conversation, be sure to put the data asked for in number 9 on each sheet and to clip firmly together each unit of conversation. Explanation to make clearer the situation should be put in parentheses. See sample sheet. Do not let the children know you are recording their conversation, if possible. However, if a child proves curious about it, frankly tell him what you are doing. Do this in such a way that his attitude becomes one of cooperation rather than one of showing off.

5. *Who can record?* Recording is not difficult. Mothers are most sought after as recorders because they are with the children most. Older brothers and sisters can do it very nicely. Friends can be called upon to help, too. Fathers would enjoy it.

6. *What ages?* From the time the baby begins to talk to eight years of age.

7. *When record?* While the child is talking, as at meal time, play time, bed time, etc. The conversation must be

¹ The fifth of a series of articles by the author.

recorded while the child is talking to insure accuracy.

8. *Can one record the conversation of more than one child in a group?* Yes. Designate each child by the initial of his first name. See sample sheet.

9. *Facts to be put at beginning of each unit of tabulation.*

a. Date of recording conversation.

b. Name, age, sex, and birthday of child whose conversation is recorded. If the conversation of a group is being recorded, give these data for each child.

c. Description of the situation stimulating the conversation as in sample sheet: "Two children are talking while they play with their dolls;" or "Child is telling his mother about the circus he saw the day before;" or "Child's part in the table conversation."

d. If in school, in what grade and when entered.

e. Name, occupation, nationality of mother and father.

f. Address of child's parents.

10. *How much conversation shall one person record?* This committee is happy to receive big or little donations. No amount is too small to be of value. The one who can regularly record a child's conversation—a half hour a day, for instance—will give us help most difficult to find.

11. *What kind of conversation shall be recorded?* Record the ordinary, everyday conversation of the child.

12. *To whom send data?* Send to:

Mrs. Ernest Horn,
934 Kirkwood Avenue,
Iowa City, Iowa.

13. *When send data?* Mrs. Horn would prefer data at the end of definite periods—as at the end of each week or month, so material is constantly coming in to be tabulated. However, if you

have the conversation for only one hour, do not hesitate to send it.

14. *Where can the results of this home vocabulary study be found when finished?*

A mother or any one helping with such work deserves to know what happens. These data will be published in the International Kindergarten Union official magazine, CHILDHOOD EDUCATION. This magazine can be had at libraries or from The Williams & Wilkins Company, Mt. Royal and Guilford Avenues, Baltimore, Maryland.

SAMPLE SHEET

a. 10/28/26.

b. Sarah Bowers—5 years—girl—September 30, 1921.

Quaintance Smith—4 years—girl—June 17, 1922.

c. Two children are talking while they play with their dolls.

d. Sarah—kindergarten—September, 1926.
Quaintance—not in school.

e. John Bowers—clerk in hardware store—American.

Sarah Bowers—housewife—American.

Thomas Smith—principal of high school—American.

Jane Smith—housewife—American.

f. Bowers—2001 Sheridan Ave., Des Moines, Iowa.

Smith—2003 Sheridan Ave., Des Moines, Iowa.

S.—My doll is sick.

Q.—What do you think is the matter with her?

S.—I don't know. She was sick all night.

Do you think I had better send for the doctor?

Q.—Yes: Right away.

S.—Will you telephone to him for me?

Q.—Yes. What doctor?

S.—Dr. Brandt. Mother says he is the best in town.

Q.—All right. (She goes to the toy telephone.)
701 Central. Thank you. Is this Dr. Brandt? Can you come right over to Mrs. Bowers? She has a very sick baby.

S.—What did he say?

Q.—He said he would be right over.

Department of Nursery Education

Some Applications of the Principles of Habit Formation

ADA HART ARLITT

University of Cincinnati

ONE of the things which one hears said most frequently is that the time from infancy to school age is the most important period in the life of any child. Certain it is that this period is preeminently the one for setting up desirable habits. Few of us would care to argue against such statements, yet in spite of the fact that they seem self evident, one can find frequent instances of the setting up of undesirable habits and of violations of the principles of habit formation in the period in which adherence to them would be of the greatest value.

It is a commonly accepted fact that the effect of the performance of an act determines in a large measure whether that act will be repeated and become habitual or whether it will tend to be inhibited and to drop out of the child's system of responses. In a word, if the effect of the activity is satisfying to the child, it will tend to be repeated; if no satisfaction follows or if actual discomfort, however mild, results, the activity will tend to be inhibited.

Let us examine some instances in which satisfying results may be attached to undesirable activity. A child refuses to eat some wholesome food. Persuasion, threats, and even the offer of

bribes follow. The sheer pleasure of having made himself the center of attention for a prolonged period with the ensuing excitement may cause the child to repeat his refusal whenever placed in a similar situation in regard to that particular food or even to extend his refusal to a number of foods. Each meal may be preceded by a struggle. The additional satisfaction which bribes may give to the child only serves to heighten the tendency to refuse food. Love of excitement, of being the center of attention, or of receiving bribes is far from being the only cause for refusal to eat, but it may cause just such behavior.

The satisfyingness which arises from being the center of attention and the cause of excitement may make for the repetition of such naughtinesses as the use of "swear words," so-called impertinences, and so on. Excitement and being the center of attention may be in itself the most satisfying reward which may be offered to a child. Mrs. Woolley has made just this point in connection with some of her case studies. In our own experience, a very intelligent child of eight was accustomed to get the attention which he desired from his mother by pretending to be jealous and accusing her of punishing him more than she punished the other children in the

family. The mother would become greatly excited and sit down and argue the point with the small boy. This behavior might well have been the symptom of a more deep-seated trouble, but in this case it stopped immediately after the mother had stopped her show of disturbance.

Crying over slight bumps and scratches, whining, and even temper spells may become a part of children's habitual behavior because of the satisfying results which these produce. If whining results in a child's getting the object or treat for which he asks, or in his having done for him tasks which he should do for himself, whining will persist.

One can find many instances of the attaching of satisfying results to undesirable activities and therefore perpetuating them in the behavior of children of all ages. One striking instance of this occurred in a group of children of kindergarten age. A child hid the cap of a fellow pupil. The whole room was thrown into a disturbance while all of the other children helped the hatless boy to find his hat. This so delighted the boy who had hidden the hat that the act was repeated again and again until for the heretofore pleasant result others were substituted.

Children, especially in the nursery school period, learn the desirability of their activities to themselves and to the group largely from the results of such activities. There is a wide individual difference as to what constitutes satisfying results. What may be satisfying to one child may not be to another, but a study of the behavior of each child in the group under one's charge helps materially to determine wherein children vary from each other in this respect.

A second principle of habit formation which one often sees violated is that in setting up a response to a situation which one desires to become habitual, exceptions should not occur. Let us take for example the matter of learning that a prohibition means that an act should not be performed. The child asks his parent if he may have a cookie between meals. The parent refuses and by tone and manner indicates that the refusal is meant. The child cries, whines, or persuades and after an interval of such behavior the cookie is given. On the next occasion the refusal may be held to in spite of crying, whining, or persuasions; but on a third occasion when the child is refused something and asks, whines, or cries persistently it is given to him. If this procedure is continued, he learns that a refusal does not really mean that he cannot have the thing for which he asks, but that in a number of instances refusals may become permissions if he cries or whines or even if he uses less drastic means. Of course, conditions may arise which make it only reasonable to change one's mind. On such occasions it is only fair to do so, but crying, whining, and "bothering" mother or another adult do not include such conditions.

In the same line comes the matter of "divided authority." A group of adults in control of a child may not agree as to any general policy in regard to prohibitions and permissions. The child finds out early that what one adult refuses another may grant. The habit which he acquires is not that of adherence to set rules, but that of asking permission from one adult as soon as another has refused it. In one instance four adults had authority to control a child of nursery age. Two of the four

were somewhat in agreement as to what the child should and should not do. The other two were in frank disagreement with the first two and with each other. The child is growing up in an atmosphere in which it is almost impossible to learn which things constitute socially and individually desirable behavior.

Instances of giving practice in undesirable habits as frequently as practice in desirable behavior is given in the same situation, are all too frequent. They usually occur through oversight or failure to realize their importance. There is no opportunity for young children to set up standards of behavior if the standards with which they come in contact vary from individual to individual in the same group and in addition vary in the same individual from day to day and from mood to mood.

One might also take up with the application of principles of habit formation the matter of the "felt need" which must be present if the learning of a complex habit is to proceed. The child learns in a situation in response to his need and his need may differ widely from the one which the adult thinks that he should feel. This applies not only to children, but to people of all ages. A college student required to take a course in which he has no interest may learn

not the content as given in the lectures, but the habit of taking rapid and fairly accurate notes with which to cram later while at the same time thinking of things in which his interest is more profound. The habit set up is not that of attending to the material given but learning to take notes with a minimum of attention. A child may learn not that washing the hands is interesting in itself and is to be done as soon as suggested, but how many times he may avoid this cleaning up process by methods of his own. The skilful teacher or parent utilizes a part of her skill in making the child feel the need of acquiring the habit or material which she feels is a necessary part of his development. Methods frequently used in the preschool period are an appeal to play interest and an appeal to the child's desire for approval. Here, as in all cases, the methods to be used depend somewhat upon the individual child to be dealt with.

The writer is aware that only a very few of the aspects of habit formation are covered in this brief paper. Such as have been covered are given rather for their suggestive value than from any attempt to treat them exhaustively. Kindergartners, mothers, and nursery school teachers can amplify the illustrations given here and find many more in related fields.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS PLANS TORONTO MEETING

Plans are definitely under way for the second biennial meeting of the World Federation of Education Associations. The Board of Directors has chosen Toronto, Canada, as the place of meeting and has fixed the time for August 7-12, 1927. One discussion group is the Nursery, Kindergarten, and Preschool Section. The general programs, which will be open to all, will contain the names of many world distinguished men and women who will bring messages of world-wide interest.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

EXTENDING the application of the Declaration of Independence to children makes one realize still more keenly the vitality of that precious document. This application is made by President Blair of the National Education Association in the November issue of *The American Child*. He says in part: "They, too, have certain inalienable rights, among which are life, liberty and the pursuit of happiness. Any constitution or law, any rule in the home or in industry which denies to childhood these rights is contradictory and repugnant to this fundamental doctrine."

We are often so busy developing new ideas in our schoolrooms, so eager to keep the progressive point of view, that we overlook this same type of experimentation which is developing in the home. Recognition of The Progressive Parent is made by the Progressive Education Association, which devotes the entire fall quarterly issue to these

parents, who are the strongest allies of the progressive teacher.

The interpretation of a genuine situation by a child and the meeting of that situation intelligently is recognized today as illustrating the best type of development. We have too few actual illustrations of such activities arising in the home. A keen analysis of those which fall under our own observation would be extremely helpful.

Louise is three and a half years old. Recently she was permitted to pass the after-dinner mints. She gave one each to mother and grandmother; daddy took three. Mother saw that too many would be left for Louise, so suggested that each person have two. Thereupon Louise gave two to big brother, another one each to mother and grandmother, then came to her father. "Daddy, do you want two?" "Why, of course." "Then give me one," was her quick response. Not only a complex situation to solve but also an unusually complex number problem for so tiny a youngster.

ABRAHAM LINCOLN

*Our children shall behold his fame,
The kindly, earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.*

—LOWELL, COMMEMORATION ODE.

Schools Adopting One Another: A Study in Cooperation

ELSIE B. OSBORN, *One of the Mothers, Moraine Park School*

Rudely awakened from the pleasant conviction that all children of this great state of Ohio enjoy equal educational opportunities, the Mothers' Club of Moraine Park School called into conference Hannah Protzman, of the Ohio Institute at Columbus, who was responsible for the startling challenge.

Miss Protzman who, under the direction of the Institute, has made a survey of the rural schools in several sections of our state, made revelation upon revelation of conditions existing in rural counties, many of which are almost within the shadow of our capitol. These tiny, almost inaccessible settlements, tucked away in isolated spots among the hills, present a picture of desolation and misery comparable only to that found in the mountain country of Kentucky and Tennessee.

Graphic accounts of traveling on foot over rough wagon roads through growths of bushes and entangling vines to one room shacks so dilapidated that they were scarcely fit for cattle; half-clad, hungry-eyed children; schools built over hog pens because farm land was too valuable for a schoolhouse; sickness and disease passively accepted as a matter-of-course; teachers who know little more than their pupils; parents who would rather have their little children at work than in school; and many other facts almost impossible to believe of this day and age, and of this state, stirred our mothers to action.

Miss Protzman presented to us a "Mutual Adoption" plan whereby our school and a school from a rural district

would "adopt" each other, the idea being that the children of each school should share and exchange those things of which they have a surplus and which would be of benefit to the other.

From the report of her survey a list of six or eight schools was sent for our consideration. A complete report was given of each school:—kind of building, name of teacher, names and ages of pupils, location, equipment or lack of it, and other helpful information. From the list the Mothers' Club chose one school. Our particular school is a one room brick schoolhouse, which had a teacher very eager to cooperate with us, twenty-three children from six years to eighteen, only *three* text books and absolutely no equipment.

As we believed that the greatest good from this experiment would be the experiences of the children themselves, we have had the children take a direct part in every phase of the work. Our first move after notifying the teacher that we had chosen her school, was to have the children of each school exchange notes of welcome and friendship. Other letters have followed. The children of both schools enjoy this phase of the work, which is made a part of classroom routine, and the children of the rural school are particularly thrilled at the "really true" letters they are receiving from the outside world.

Assemblies were called in both schools and tentative programs outlined. Our children, having a surplus of books, clothing, and toys, began bringing to the school everything that Mother would

let them have! In less than one week our fifty children of the first six groups had collected nearly three hundred books and box upon box of warm clothing cleaned, pressed, and with all buttons on! The mothers supplemented these with scissors, crayons, drawing and exercise paper, prettily colored pictures from magazines, and other supplies. The teacher wrote that for the first time her children had books to read, and that also for the first time shè had "busy work" for the groups she was not working with. Disorder and all the problems of children unoccupied were thus solved. Soon after the arrival of the books, the teacher began to receive requests from the parents for primers and children's story books to read. The problem of being deprived of the books as vacation loomed ahead, was solved when the janitor of the school offered to take the books to his home for safekeeping, as the children felt they were too precious to be left at the school during the summer. He purchased a little notebook and started a miniature circulating library.

The children in the adopted school entered into the plan with equal zest, for they had a real contribution to make to us. Nuts, prettily wrapped and marked, berries and flowers from their beautiful hills, birds' nests, dogwood, bittersweet, sand brier, puff balls, green brier, apples, cat tails larger and fatter than any growing here, fungus growths, and many other things of inestimable value to the nature study classes, were packed carefully in boxes and sent to our boys and girls. This again meant an exchange of notes. "I am writing to you to thank you for the books that the Moraine Park School sent to our school. I am in the sixth grade. I am twelve

years old. We have quite a big sixth grade. There are eight in it. The books I like best are Why the Chimes Rang, Wonderful Stories of Jane and John, Midway Readers, Little Black Sambo, The Animal Mother Goose, Little Black Quasha, Black Quibba. I thank you for the box and hope that we will get another one soon."

Just before the close of the school year our Mothers' Club sent for the teacher of our adopted school to be our guest for a week, and it was a very happy week for the mothers and for the teacher. She filled her notebook with ideas that she gleaned from her visits to our city schools, and she has been able to apply some of these to her own school. The exchange of ideas, plans, and suggestions was much more happily and easily made through the personal contact than was possible by use of mail.

Filled with inspiration and enthusiasm our little teacher went back to her town, and persuaded the Board of Education to repaint the interior of the school and repair what could be repaired. Our mothers made plain unbleached muslin curtains, prettily fringed, and these with gay pictures on bright backgrounds, "make our room as cozy as any that can be found in this part of our state. And we are doing better school work because of more text books." Again, "We are getting along just fine with our new little chairs and the table. The children love them, and I am able to do so much better work with them."

A recent letter says "One of my families has moved out on a farm. Ordinarily that would have meant that I lost the children, as they take any excuse to leave school. But these children wanted to keep coming here to school, so the parents allow them to drive a

shakey old buggy, and I have been able to keep the little girl and her three brothers in my school." (When the teacher visited us, she told us that it was often necessary to use physical force to make the children come to school!)

The last letter has made the experi-

ment of just a year seem more than justifiable, and our Mothers' Club and our little teacher down in the hills are both eagerly anticipating the coming year which may bring another group of children to find their happiness in their school house, where they have never before looked to find it.

Announcement of the Dallas Meeting of the National Council of Primary Education

The National Council of Primary Education will join the Council of Kindergarten Training Teachers and Supervisors for two programs during the session of the Department of Superintendence to be held in Dallas, Texas, February twenty-sixth to March second. Each organization is responsible for one of these programs. That planned by the National Council of Primary Education for Wednesday afternoon, March second, follows:

General Topic: Character Education. Lucy Gage, presiding.

Specific Topic: The Effects of Informal Teaching upon the Emotional Life of Children.

1. From Standpoint of Administration. Flora J. Cooke, Principal Francis Parker School, Chicago, Illinois.
2. From Viewpoint of Creative Work. Hughes Mearns, Author of *Creative Youth*, New York City.

3. From Angle of Laboratory. Dr. Bird Baldwin, University of Iowa.

4. From Standpoint of Mother and Teacher. Lucy Sprague Mitchell, Author of *Here and Now Stories*, New York City.

A luncheon will be held on Thursday, March third. The Council of Kindergarten Training Teachers and Supervisors will offer an interesting program on Tuesday morning, March first, and will give a breakfast on Wednesday.

A program and exhibit devoted to Sight-Saving will be a part of the Dallas meeting. These will be of especial interest to primary teachers since eye difficulties often can be discovered in these early grades, and the earlier they are discovered, the sooner they can be cared for.

LUCY GAGE HONORED AT LUNCHEON

The North Carolina State Kindergarten Association held a birthday luncheon honoring Lucy Gage of Peabody College, Nashville, Tennessee, in Asheville, North Carolina, on October 16, 1926. Miss Gage is well known to the teachers' associations of North Carolina. She appeared on programs of various departments of the Western North Carolina State Education Association during their December session.

*In Memoriam***Mary Jane Brady**

*Member of the Advisory Board, National Council of Primary Education
 Supervisor of Primary Grades, St. Louis, Missouri*

Death "serenely arriving," came to Miss Brady on November seventeenth, and on December fourth friends and co-workers gathered for a memorial meeting, arranged by the St. Louis branch of the National Council of Primary Education. Some of the tributes given there picture the life and influence of this noble woman.

Mary Jane Brady gave to the National Council of Primary Education her best at all times. Her excellent judgment and fine feeling were shown in every deliberation affecting the Council's welfare. Her fine maturity, coupled with a freshness of outlook upon life and current problems in education made us feel that she could never be spared from the advisory board. I believe she has served continuously since its organization.—LUCY GAGE.

My acquaintance with Miss Brady began with the organization of the Council of Primary Education and in those early years I learned to depend upon her for advice and she alone knew how often I called upon her. When perplexing situations arose, it was easier to tell her first because of her kindly sympathy and her hopeful and helpful spirit. When I heard she had passed beyond, the first thought that came to my mind was "Except ye become as little children, ye shall in nowise enter the Kingdom of Heaven." Those words connect themselves with my thought of her and she seems to me to be the em-

bodiment of what the great Master Teacher meant when he uttered them. Though a teacher for half a century, she still kept an eager, childlike interest and enthusiasm in all the affairs of daily life, a sweet childlike faith in all good, and a happy fun-loving outlook on life that made her so young in spirit that one never guessed her seventy years—never thought of age in thinking of her.—ELLA V. DOBBS.

Mary Jane Brady was a pioneer in the field of progressive education, and gave herself wholeheartedly to all that furthered the freedom and development of young children in their school life.

She had a deep insight into the needs of child life and vision as to how these might be furthered. That insight and vision will be greatly missed in the meetings of the National Council of Primary Education and particularly by members of the Board.

May the Council continue its work on the high level which Mary Jane Brady has helped it to establish and thus pay to her the tribute which her sincere endeavor, clear vision, and unflinching loyalty so richly deserve.—ALTA ADKINS.

For many years Mary Jane Brady has been in the van of educational progress. We have all learned to look for her every year at all great educational conferences, east, west, north, or south; and we have never failed to find her at the fore in that particular gathering which promised the greatest inspiration and

challenge to the teacher where the better understanding and development of children was at stake.

We shall sorely miss her gracious personality and her unfailing vision and courage. We can perhaps best show our love for her by increasing our efforts to insure to children a fuller measure of freedom and happiness and of developing activity, for indeed these were the fundamentals of her educational creed and their accomplishment the dearest wish of her child-loving heart.—FLORA J. COOK.

To be in the thick of public school education for more than a half century and keep one's mind open to new issues in the onward march of progress is a moral development of the highest order. I am grateful to have had both personal and professional opportunities to know one whose intellectual hospitality was keen to the end.—PATTY S. HILL.

My first thought was for the group of devoted associates who will so keenly miss her presence and wise counsel. And then I remembered that larger circle, including such a large number of primary school workers over the country who have been helped and inspired by her radiant personality.

I, for one, shall miss her keenly at the Primary Council meetings, for it was there that I had my chief contacts with her. Miss Brady's unselfish and broadly helpful spirit showed itself in many ways and, as always when a real leader leaves us, there seems no one who can really take her place.—ANNIE E. MOORE.

What a privilege and blessing you have today as you gather to consider the marvelous influence exerted by Miss Brady

among you as your faithful friend, as a teacher and writer, interesting and aiding not only the schools of your city, your state, but also as one of a small group eleven years ago organizing in Cincinnati this great Primary Council committed to study and help solve the nation's educational problems in the beginning school days.—ANNA E. LOGAN.

The National Council of Primary Education loses a stalwart and useful friend. As a watchman on the ramparts of Israel she stood valiantly by and fought for the inborn rights of little children—rights that would enable the growing boys and girls to develop a taste for the finer things of life; not only in behavior, not only in morals, but also in art, in music, and in literature. She participated in, and helped to bring about marvelous changes in present educational methods.

"A life is finished when others have caught the splendor of its power. A life is finished when the seeds of its influence enrich the lives of others."—MATILDA PETERSON.

I have known Miss Brady for many years, and have been thankful to have known such a character. She has been unstinting in the giving of self to the work of education. Her unselfishness and sincere love of childhood have helped all with whom she came in contact.—FAYE HENLEY.

Miss Brady was one of the most influential members of the entire staff in St. Louis during the whole of my seventeen years of association with the teachers of that city. She was always sympathetic and helpful to us at Harris

Teachers College. In the days when we were trying to work out the problem for the training of teachers for St. Louis, and all during my experience as superintendent of schools, she was one to whom I could always come with full confidence of her intelligent sympathy and cooperation.—JOHN W. WITHERS.

Miss Brady showed a keen insight and continual interest in the problems of the young teacher and always displayed a sympathetic understanding in the problem of training young teachers for their work. Therefore she was always in close touch with the work of the college and its problems. It therefore seems impossible to think of St. Louis Public Schools with her out of the picture. Her optimistic disposition, her keen ability and painstaking service cannot be replaced.—GEORGE E. PAYNE.

*From resolutions of the St. Louis Branch
of the National Council, Clara F.
Jones, Chairman*

We feel keenly the passing of this wonderful woman. Her death marks the disappearance of a positive, powerful, and vital force that by the depth and strength of its own personality dominated and transcended one's idea of teachers as they usually are.

She was an inherent and vital part of the schools and when we, her "newer friends" feel this way, think of the feelings of the many fine men and women of other days who have been influenced by her teaching in the long years she has given in spreading the Gospel of Education. What a glorious mission has been hers!

We turn over in our minds vivid remembrances of Miss Brady—even from our earliest contact with her. Such

charm was in her eyes and in her lovely voice! She did but put her touch upon the things most commonplace and lo! they were endowed and enriched with her charming personality.

*From an appreciation by the principals
and supervisors of the St. Louis Schools,
Lillie R. Ernst, Chairman*

A blithe spirit has gone from our midst! Mary J. Brady—she of the ever young eyes and the merry laugh—has laid down her work and slipped away.

For more than half a century she has been a teacher of little children. For more than a quarter century she has been a teacher of teachers. Always, in her frank sharing of her experience and her pleasure in her work, she was a teacher of her colleagues; and of those, too, who might for a time be her superiors in rank.

It was a beautiful thing to see,—this sweet faced woman with groups of little children about her, eagerly and happily responding to her consummate art. Her children always were happy.

It has been beautiful to see how faces lighted up when teachers who knew her wisdom and her skill met her here and there over the country,—usually at once asking with eager appeal, "Oh, Miss Brady, may I talk with you a few minutes about some things I don't understand?"

Often, in more significant conferences with educators of wider experience and large responsibility, when the tangles grew and thinking became confused, it has been her quiet voice and simple phrase that led thought straight to the core of a difficulty, and made the elements plain.

Mary Brady was schooled in the philosophy and ideals of those leaders of educational thought who set public

education on permanent foundations in the generation following the Civil War. With the passing years, every new light that gleamed anywhere she followed to its source, and brought from it to her schoolroom the best that it disclosed. For the last forty years she has been, in her practice, ahead of the current thought of the time.

She held no degree, nor did she need one of the academic stamp. She knew Nature's laws; she knew literature; she knew life. With clear-eyed vision, she saw the needs of little children as only those have seen them who are simple with the simplicity of the pure of purpose; patient with the utter patience of those who live to serve; and wise with a

wisdom akin to that of the Great Master Teacher of all time.

Great, too, was she in her faith in her God, in whose nearness she ever rejoiced.

Thou knowest my years entire, my life,
My long and crowded life of active work,—
not adoration merely;

All my emprises have been filled with Thee,
Sailing the deep or journeying the land for
Thee.

O, I am sure they really came from Thee,
The urge, the ardor, the unconquerable will,
The potent, felt, interior command,—
stronger than words.

The end I know not, it is all in Thee—
Let the old timbers part, *I* will not part,
I will cling fast to Thee, O God, Though
the waves buffet me.

Thee, Thee at least, I know.

I. K. U. TO MEET IN NEW HAVEN

The annual convention of the International Kindergarten Union will be held April 25-28 in New Haven, Connecticut. Among the subjects to be discussed during the week are the following: Curriculum Construction in Kindergarten-Primary Education; Creative Expression in Language, in Music, in Art; Teacher Training in the Kindergarten-Primary Field; Mental Hygiene; Progressive Methods of Teaching Reading, Number, and Handwriting to Young Children. The two vice-presidents, Grace L. Brown and Marion B. Barbour, are making interesting plans for Delegates Day. The next number of *Childhood Education* will contain a more complete program.

THE D. C. KINDERGARTEN ASSOCIATION INVITES EXCHANGE

The District of Columbia Kindergarten Association wishes to correspond with teachers in small towns, mission stations, or places where there is no organized group for discussion of kindergarten problems, and who therefore miss the inspiration and help to be derived from such a group. Are you in a village or in the mountains? Do you teach under unusual conditions? Have you any problem we could discuss with you? Perhaps we could send you a new game, a song, or a story which will fill a place in your program.

In short, we want to establish an exchange of ideas with a personal touch which will be of help to both of us. We derive so much benefit from our meetings, both social and educational, that we want to share it with others who have not the same opportunity. Please address all communications to Bertha S. Moore, Buchanan School, Washington, D. C.

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, ALICE TEMPLE, Chicago, Ill.

First Vice-President, GRACE L. BROWN, Cleveland, Ohio.

Second Vice-President, MARION B. BARBOUR, Chico, Calif.

Recording Secretary, MARGARET C. HOLMES, Brooklyn, N. Y.

Corresponding Secretary and Treasurer, BERTHA M. BARWIS, Trenton, N. J.

Executive Secretary and Assistant Treasurer, LUVERNE CRABTREE, Washington, D. C.

The I. K. U. Tour to Europe

*For the Friends of the International Kindergarten Union and the
Kindergarten Unit of France*

At the meeting of the International Kindergarten Union in Los Angeles in 1925, at the suggestion of the Chairman of the Committee of Nineteen, a committee was formed to arrange a tour for (or in) the summer of 1927, for friends of the International Kindergarten Union and the Kindergarten Unit of France. The Committee worked out a tour with Raymond & Whitcomb Company. Raymond & Whitcomb's arrangements for the comfort of the members of the party and sightseeing, assure the travelers a charming and rare experience.

ITINERARY

Main Tour

Thursday July 7, 1927: Leave New York on the *SS De Grasse* of the French Line.

Friday July 15: Arrive Le Havre, and proceed by special steamer train to Paris, arriving in the afternoon, the exact time depending on the arrival time in Le Havre.

Friday July 15 to Wednesday July 20: In Paris. Sightseeing provided on three days by motor char-a-banc, on the first day visiting the many places of great popular

interest in the city, including the Louvre, the Luxembourg, Notre Dame, the Hotel des Invalides, Sainte Chapelle, etc. On a second day there will be a visit to Versailles and the Malmaison, and on a third day trip to the Battlefields, visiting Rheims, Chateau Thierry, etc.

Thursday July 31: Leave Paris in the morning by motor coach for a day's trip to Arras, proceeding by way of Pontoise, Beauvais to Amiens, where stop for lunch. In the afternoon, continue on through Doullens to Arras.

Friday July 22: At Arras, leaving in the later forenoon and proceeding by motor coach to Liévin, for the Inauguration of the Community House, and remaining here until after dinner, when return to Arras.

Saturday July 23: Leave Arras after breakfast driving through Peroone, Ham, Compeigne, Senlis, Chantilly, and St. Denis to Paris. Night in Paris.

Sunday July 24: Leave Paris after breakfast by restaurant car express to Aix-les-Bains, arriving in the later afternoon.

Monday July 25: At Aix-les-Bains, one of the finest of French watering resorts, and beautifully situated in the Alps.

Tuesday July 26: Leave Aix-les-Baines after breakfast by motor coach, commencing a four day automobile tour through the higher French and Savoy Alps. On this day proceed by way of the Grand Chartres Monastery to Grenoble, where spend the afternoon.

Wednesday July 27: Continue from Grenoble, lunching at Lauteret, and proceeding to Briancon for the night.

Thursday July 28: Leave Briancon in the morning and traveling through the higher passes of the Savoy Alps, lunch at Aiguilles and stop in Barcelonnette in the later afternoon.

Friday July 29: Leave Barcelonnette in the morning, proceeding down out of the Alps, lunching at Guillaumes, and reaching Nice before dinner.

Saturday July 30 and Sunday July 31: At Nice, the center of the famous French Riviera. Among the sightseeing arrangements made, will be motor trips over the Grand Corniche Drive to Monte Carlo and Mentone and a trip to Grasse with its famous Perfumeries, and through the Gorge du Loup.

Monday August 1: Leave Nice in the later forenoon by train, traversing the Italian and French Riviera, and arriving in Genoa in the later afternoon.

Tuesday August 2: At Genoa. One-half day's sightseeing program provided, visiting the birthplace of Columbus, and other points of interest in this busy Mediterranean seaport city.

Wednesday August 3: Leave Genoa by convenient morning express to Milan. Lunch and afternoon in Milan, allowing time in which to visit the Cathedral and also the Church of Santa Marie della Grazia, for a view of the fresco of "The Last Supper."

Thursday August 4: Continue from Milan by day train to Venice, crossing the plains of Lombardy.

Friday August 5 and Saturday August 6: In Venice, the most romantic city in Italy. Gondola trips on the canals and visits to the Doges Palace, Piazza San Marco,

Church of Frari, the Rialto Bridge, etc., provided. Also trip to the Lido.

Sunday August 7: By train to Florence, crossing the Appennines.

Monday August 8 and Tuesday August 9: In Florence, the center of the Italian Renaissance, art and literature movements. Sightseeing program to include visits to the Pitti and Uffizi Palaces, the Fuomo and Arno Bridge, etc. On one afternoon an excursion will be made to Fiesole, the Etruscan city.

Wednesday August 10: By train to Naples.

Thursday August 11: In Naples, with a detailed program of city sightseeing provided.

Friday August 12 and Saturday August 13: These two days will be devoted to a trip by motor over the famous Amalfi Drive, including visits to the ruined city of Pompeii, Amalfi, Sorrento, and by steamer to the famous Island of Capri with its remarkable Blue Grotto.

Sunday August 14: By train to Rome, spending the afternoon here.

Monday August 15 to Thursday August 18: In Rome, the Eternal City. A detailed sightseeing program with excellent guides provided, visiting the innumerable places of great popular and historic interest in the Eternal City, including the Forum, the Colosseum, the Appian Way, the Castle of St. Angelo, St. Peter's, the Vatican, the many famous churches and fountains, etc.

Friday August 19: By morning restaurant car train to Milan.

Saturday August 20: Continue from Milan in the morning by restaurant car train over the St. Gotthard Rout to Basle, stopping here for dinner and the night.

Sunday August 21: Continue from Basle by morning express to Paris.

Monday August 22: Sail from Le Havre on the SS De Grasse for New York.

Tuesday August 30: Arrive New York.

Short Tour

A short tour for those who must be back early in August has been arranged. Members will travel with the Main Tour as

shown above until the return visit to Paris, Sunday July 24, after which their itinerary will be as follows:

Sunday July 24 to Wednesday July 27: In Paris.

Thursday July 28: Leave Paris in the morning starting a four days' excursion by motor coach through the Chateau Country of the Loire Valley. On the first day go from Paris through Limours, Dourdan, Orleans, Clery, Chambord Cheverney, and Blois.

Friday July 29: Blois, Chaumont, Amboise, Montrichard, Chenonceaux, and Tours.

Saturday July 30: Tours, Azay-le-Rideau, Cheon, Rigny, Usse, Langeais, Cinq-Mars-la-Pile, Luynes, and Tours.

Sunday July 31: Tours, Vendome, Chateaudun, Chartres, Maintenon, Rambouillet, Chevreuse Valley, Versailles, Paris.

Monday August 1 to Tuesday August 2: In Paris.

Wednesday August 3: Leave Paris by special steamer train to Le Havre, connecting there with the sailing of the *SS Romchambeau* for New York.

Thursday August 11: Arrive New York.

The Lure of the Tour

STELLA LOUISE WOOD, *Minneapolis, Minnesota*

The Tour planned for the coming summer fairly sparkles with alluring prospects for the returning visitor as well as for those who have never crossed before. First, the steamship. There is charm, instantly felt, about a French Line boat. The *SS. De Grasse* will supply all the comforts one expects with that added touch of the unique which is part of the joyful experience we seek when we fare forth "for to see and to admire."

Coming into Le Havre is a thrilling adventure; you seem to be approaching a cardboard village on a postcard, and you get at once that sense of "differentness" which is so refreshing. You plunge into a sea of French; guards, customs officers, porters, trainmen, every one speaking a language not your own, and you cling to the sometimes frail plank of your academic French to keep from drowning. But there are now always plenty who can "spik de Angliz" and you are rescued.

The journey in a French railway carriage and the arrival in Paris are never forgotten. The traveler revels in the sight of the long ribbon-like poppy-splashed fields, the red-roofed houses, the tiny homes with always the pot of geranium in the window, and the

winding roads guarded by the lines of Lombardy poplars.

Paris captures you the instant you step from the station. Wherever you turn there is a vista of beauty, and as you linger to drink in the scene, always near at hand you find a seat or bench where you may sit and take time to imprint on your memory each bit of loveliness. Sunset time in Paris has magic in it. You may see the mellow light of it on the glorious façade of Notre Dame, or you may see the sun descending beneath the Arc de Triomphe l'Etoile, as Napoleon said he wished to do each night. You may sit in the Luxembourg Gardens and watch the fleecy clouds floating in the bluest of skies above you, see the twin towers of St. Sulpice rising like beneficent sentinels above the tree-tops, and hear the silvery notes of the bugle warning you that the Gardens are to be closed for the night. You may hear the happy voices of children and parents as they drift toward the gates while the twilight grows more softly grey, and the perfume of the flowers in the garden and the splash of water in the fountain contribute their part to the perfect whole. Yes, sunset time in Paris has magic in it.

The Louvre with its countless treasures,

the endless number of buildings of stately beauty and historic interest, the Church du Sacré Coeur with its matchless view of Paris below, the Tuilleries Gardens with gardeners in blue smocks feeding silver-grey pigeons, and gay little French children sailing their *bateaux* on the round basin of the fountain, the Place de la Concord with its view of the Champs Elysees, the massive bridge over the Seine, the colorful flower

packed full of interest, then over Vimy Ridge to Liévin.

At Liévin, hard by the city of Lens, may be seen one of the best investments ever made by Americans in France. In 1918 the Kindergarten Unit was organized under the auspices of the American Red Cross and the International Kindergarten Union, and carried on kindergarten and playground work among the desolate refugee



ABSIDE DE L'EGLISE NOTRE-DAME, PARIS

The most heralded city in modern Europe. (Illustrations by courtesy of Raymond & Whitcomb Company.)

markets, the book stalls along the Quai, all these and numberless other joys Paris is keeping for the fortunate members of the Tour for the Friends of the International Kindergarten Union.

It may be that to some of the members of the Tour the crowning event of the stay in France will be the dedication of the *Maison du Tous* at Liévin on July 22nd. There will be a motor trip from Paris to Arras

children in the ravaged regions. In 1920 the writer saw a town one hundred per cent devastated whose citizens were trying with superb courage to rebuild on old sites where homes had been utterly destroyed. At Lens the coal mines had been flooded by turning the course of a little river into them; and the "thud, thud" of the engines engaged in pumping out the water might be heard night and day. The people said hopefully,



PIAZZO DEL DUOMO, MILAN
The industrial heart of Italy



AIX-LES-BAINS
One of the finest of the famous resorts of France

"In two years we expect to be able to mine the coal again." Families were living in demi-lunes of corrugated iron, in little houses sent over by Holland, and little new homes were rising, proof of indomitable courage in the face of complete disaster.

The playground of the Kindergarten Unit was fenced in with old camouflage material, put up by German prisoners under the direction of English officers, and members of the Unit conducted the activities

look which lingers like a star in the memory of one who saw it.

In 1922 an amazing improvement was to be seen; the Unit had more buildings, there were gay flower beds and green grass about it, and the little city itself had made great strides in the business of rehabilitation. The pumps still went "thud, thud" day and night, and only the upper levels of the mines were clear of water, and it was evident that it would be ten years before they could



PONTE DELLA PAGLIA E PONTE DEI SOSPIRI, VENICE

The city of dreams and arts

there and in the kindergarten, housed in a tiny building across what had been a street. There, and in the playground, could be heard the laughter of children, and it made the heart thrill to the universal tie to watch smiles appear upon the ravaged countenances of the careworn parents as they stopped to look at their children happily playing and laughing. The parents might not be able to join in the laughter but they went on their way with a load-lightened

get back to pre-war production, but the streets were less starkly desolate, many, many new homes had arisen, and Nature was doing her part generously, as always, to cover the ravages of war with beneficent growth of tree and plant. Tiny gardens were there, too.

In the whole city there was no more beloved and appreciated institution than the *Jardin des Enfants*. In proof of this, the city gave a plot of ground upon which



CASTEL S. ANGELO—VEDUTA ANTICA, ROME

Conjurer of endless visions for the archeologist, jurist, historian, artist, and tourist



RUINS OF POMPEI

Revealer of the glories of ancient Rome

members of the International Kindergarten Union and friends of the Unit have erected a building whose corner stone was laid in 1923. The dedication of this building will take place July 22nd, and it will be the privilege of the members of the Tour to be present. The building, a well-planned settlement house, is called *Maison du Tous*, and the ceremonies attending its dedication will be of intense interest not only to those who have contributed funds to the project, but to any who cherish the hope that we shall one day see among the nations that harmony and brotherhood which can come only when we really know each other.

Over the door of the *Maison du Tous* these words are carved; "*We who love peace must write it in the hearts of children.*" It is a truly patriotic service to participate in an enterprise which helps to bridge the gap between nations, particularly an enterprise which has to do with the welfare of children, and for the success of this special bit of patriotic service we owe a debt of gratitude

to Dr. William Palmer Lucas, Chief of the Children's Bureau, American Red Cross, and to Fanniebelle Curtis and Mary Moore Orr, Director and Associate Director of the Unit, whose tact, persistence, generosity, and courage have made this achievement possible.

After Liévin we are promised motor trips which will give delectable glimpses of Aix-le-Bains, days among the French and Savoy Alps, the Italian Riviera, and then on to Italy. Just to read the names—Genoa, Milan, Venice, Florence, Naples, Rome—fires the imagination and makes us long to go, and go again.

To many who are planning to make the Tour, two facts seem to insure its success. First, all unfamiliar and taxing details are to be taken care of by the company in charge, and second, the group will be made up of members of the International Kindergarten Union, friends and acquaintances, whose common interests will form a basis for comradeship of the most satisfying and harmonious kind.

Announcement of the Dallas Meeting of the Council of Kindergarten Teachers and Supervisors

The Council of Kindergarten Training Teachers and Supervisors will join the National Council of Primary Education for two programs during the session of the Department of Superintendence to be held in Dallas, Texas, February twenty-sixth to March second. Each organization is responsible for one of these programs. That planned by the Council of Kindergarten Training Teachers and Supervisors for Tuesday morning, March first, follows:

General Topic: Character Education. Alice Temple, presiding.

1. Early Education and Early Reactions as Related to Mature Character. Dr. Charles Hubbard Judd, University of Chicago.
2. Active Youth. Dr. Florence Bamberger, John Hopkins University.

3. Conduct Situations in Early Childhood. Dr. Ernest Horn, University of Iowa.

4. Beginning Steps in Character Education. Prof. Patty S. Hill, Teachers College, Columbia University.

The usual breakfast will be given on Wednesday morning, March second at eight o'clock. Tickets may be secured of Mary Drew, Southern Methodist University, Dallas, Texas. Miss Drew is making all arrangements for the breakfast.

It is hoped that a large number of our members will find it possible to attend the Dallas meeting. The National Council of Primary Education will offer an attractive program on Wednesday afternoon, March second, and will give a luncheon on Thursday.

Who's Who in Childhood Education

Ella Ruth Boyce has served as director of kindergartens, Pittsburgh Public Schools, since September 1912. Miss Boyce is a graduate of the Pittsburgh and Allegheny Kindergarten College, now the Kindergarten Department of the Pittsburgh Training School for Teachers; and studied with Susan

in *Reading—Their Diagnosis and Treatment, Summary of Investigations Relating to Reading*. CHILDHOOD EDUCATION feels his influence as contributing editor.

Mabelle Glenn, director of music in the public schools of Kansas City, Missouri for the past six years, has been interested in music education for the small child since the beginning of her teaching career. Miss Glenn was a graduate of a kindergarten college before her graduation from Monmouth College Conservatory of Music. Her latest contribution to music education is *Music Appreciation for Every Child*, which is a course of lessons in appreciation covering work from primary through upper grades. Earlier publications are *Reading Lessons in Music Appreciation*, and a course of *Type Lessons in Appreciation*, written in collaboration with Edith Rhett for the Manual of the Universal Series.

Ada Hart Arlitt is professor and head of the department of child care and training, School of Household Administration, University of Cincinnati. She is a member of the Editorial Committee for CHILDHOOD EDUCATION. Her teaching service has been rendered in the field of psychology at Bryn Mawr and the Central Mental Hygiene Clinic, Cincinnati, and since 1925 at the University of Cincinnati. Her written contributions, also, have been in the psychological field—on the questions of race and social status differences and the nursery school child. Tulane University and the University of Chicago trained her for the work which she is so adequately carrying on.

Stella Louise Wood has given the major portion of her time since 1896 to Miss Wood's Kindergarten and Primary Training School of which she is principal. But fortunately for the International Kindergarten Union she has found time to serve as its corresponding secretary and treasurer for three and a half years, recording secretary pro tem at the New Orleans convention, first vice president for one year, and president 1917-1918, the year the Kindergarten Unit in France was organized.



ELLA RUTH BOYCE

E. Blow at the New York Free Kindergarten Association. California remembers her splendid leadership of that great convention of the International Kindergarten Union in Los Angeles. During her presidency of the I. K. U., 1923-1924, Childhood Education was founded.

The career of **William Scott Gray** at the University of Chicago allows no plateaus in its rising curve. His connections with the University have the following sequence: student, graduate student, assistant in education, instructor, associate professor, professor, and dean of the College of Education. He received his training at the Illinois State Normal School, his degrees from Columbia University and the University of Chicago. Among his publications are: *Studies of Elementary School Reading Through Standardized Tests*, *Remedial Cases*

From the Foreign Field

A Kindergarten of the Devastated Regions

MADemoiselle S. HUTH, *Director*

The first kindergarten of the city kindergartens of the Company of the North (devastated regions), was organized in the city of Petit Bapaume on the outskirts of Arras.

From the outside, the long barracks of tarred wood is not imposing. But the interior leaves nothing to be desired in its installation. The great halls, with light colored

terial (pencils, box of water colors, manual work, boxes), the other for the goblet, the tooth brush, the soap, and the napkin.

The kindergarten is directed by two teachers (each one being paid five hundred francs a month, with lodgings, light, and heat furnished), one teacher for the children from three to four and a half, the other for the children from four and a half to six



LEÇON DE JARDINAGE

walls, and floors with waxed wood, are shining with cleanliness! In front of the windows are little tables which can be taken down on which the children may arrange to their taste, the flowers, pictures, shells, animals in carved wood, aquarium, etc. Along the walls the cupboards of the children's height contain games and material. Each child has two drawers: one in which he keeps his individual school ma-

terial. They are aided by a domestic. The hours are from eight-thirty to eleven in the morning, and from one-fifteen to four in the afternoon. There is no school on Thursday.

HEALTH AND HYGIENE

Every morning during the conversation we examine the cleanliness of the face, hands, and pinafores. By instituting a

little daily ceremony which has had good results, we have succeeded in getting each child to bring his handkerchief—every day

o'clock, each one washes his hands at the pretty little wash stands in white porcelain. After lunch the children rest on long chairs



LA SALLE D'EXERCICES: DES ENFANTS FONT LE MÉNAGE



LA SALLE D'EXERCICES EN PLEINE ACTIVITE MANUELLE

we perfume all the handkerchiefs of the children with some drops of cologne.

Prior to lunch at ten o'clock and at four

in a little parlor whose walls are decorated with beautiful pictures. In the midst of this hall is found the little pharmacy

cabinet. Thanks to an installation of shower baths with a consultation room near the schools; a nurse bathes the children once a week and weighs them once a month.

SCHOOL WORK

The mornings are used by the large pupils for school work; reading, writing, arithmetic, drawing, lessons in observation, sensory exercises. The little ones build, draw, play games, and take part in the lessons in observation and the sensory exercises of the large children. There are visits to the hen house to look for eggs and to the garden to gather legumes which are then cooked on the little stove. With the eggs our little girls make creams and cakes for lunch.

In the afternoon there is a real family atmosphere at the school. Both the little children and the larger ones rest, play gently in the garden, do some manual work (weaving, pricked work, and making chains of pearls) enjoy music, do their gymnastics, and work at gardening and housekeeping. The dolls take a large place in the life of the

children of the school. How is it possible not to be happy in a house where sixty dolls have a kitchen, with a real stove and a house furnished with taste? What joy to do the washing and then use the pretty little irons. Games take place in the beautiful sand court. A pergola separates the courts from the garden where the children cultivate flowers and legumes, and take loving care of a dozen chickens and a couple of ducks.

We endeavor to develop in our children the spirit of observation, of cooperation, of mutual help, order, and manual skill. From the physical point of view we try to give them habits of cleanliness and hygiene. In these city gardens where the small child lives under good material conditions we do all that is possible to interest the parents of our children in the physical and mental growth of their sons and daughters and in the life of the school. The kindergarten of the city of Petit Bapaume really belongs to the children. It is made to their measure. It is a world which is their own and in which they are not worried by adults.

The Little School

(La Petite Ecole)

MESDEMOISELLES LOUISE COUVE AND ASTA IMBERT, *Directors*

The Little School is situated at Autenile in one of the most breezy sections of Paris. The situation is particularly good because it is surrounded by gardens and possesses one itself. The Little School is composed of two classrooms and a dressing room. Large black glassed in bay windows opening to the garden allow the air and the sun to penetrate deeply into the classroom.

Established in 1915 for the purpose of experimenting in new pedagogical methods for kindergarten, the Little School has never ceased receiving pupils, the number of which has always increased. We now have from thirty-five to forty enrolments. Our chil-

dren are recruited from among the wealthy class, but we always have some scholarships. We accept children from three to seven years of age which make up three groups: *Petite* (from three to four years), *Movens* (learning to read and to write, five to six years), *Grands* (transition class, six to seven years). The Little School has two paid teachers and two or three teacher pupils.

We wish above all the Little School to be "Maison des enfants." We wish them to feel at home and above all to be happy there. All, in consequence, is made for them, tables, chairs, washstands, all in

their measurement. The material is ranged in placards of their height and placed under their responsibility. We have cubes, varied and numerous, mosaics, little rods, little bobbins, sea shells, animals, a doll and its chamber, etc. . . . for the free play. All that is necessary for manual work, the cardboard, pricked work, drawing, water colors, paste, cutting, etc. The classrooms are decorated with pictures which are changed according to the months, the seasons, or the subjects of interest; we always have flowers and leaves; we wish our classrooms to be gay and pretty.

Both the large and small children collaborate in the cleanliness, order, and decoration of the school. Each one of them has a special responsibility, one must see to the order of the library, one must clean the shelves, one must look after the flowers, one must feed the animals (we have them always at the Little School), fish, silk worms, snakes, birds. We endeavor to have a family atmosphere at the little school; we wish to have a good understanding between the children and the teachers and among the children themselves; that each one shall have confidence in his neighbor; that the large children occupy themselves with the little ones and play with them; that all shall be gay and happy.

The method employed is in general the collective method, although certain moments are reserved for free occupations. Our use of the time is not fixed nor rigid and varies according to the season, the month, and the center of interest for the moment. There is nevertheless a general schedule for the morning:

- 8:30 to 9:30 French—reading, writing (large and small).
Free occupations—games in the garden (little ones).
- 9:30 to 10:15 Gymnastics, singing, familiar conversation (to get contact) housekeeping.
- 10:15 to 10:30 Calculation or geometry or observations in natural history (large and middle plants).

Following of sensory games or easy occupations (little ones).

10:30 to 10:45 Recreation.

10:45 to 11:30 Manual work—gardening.

In the spring, gardening has an important place at the Little School. We try to interest the children in the life of the plants and animals of the garden. Not only do they spade, sow, harvest, and water the plants, but in addition they observe them during the whole period of their development, they compare them among themselves, discovering the functions of their different organs and the particular character of each of them.

The conversation, observation, manual work, games, etc. . . . are related for the most part to a *center of interest*.

The subjects treated this year are:

January—Fir. Story of Hans and Gretel by Grimm.

February—Bread.

March and April—Our garden.

May—Garden continued.

June—Reading (history—building letters)

October—The apple.

November—The story of Adam and Eve.

December—Preparation for Christmas holiday.

We endeavor to have developed in our children during their stay at the Little School:

From the physical point of view—Health, good disposition, pleasure in life and love of play.

From the moral point of view—The will, spirit of initiative, the force of resistance, self control, patience, calm, and thought. We wish that they may develop habits of interchange, of assistance, of disciplined effort in common, that they be good and obliging, clean and orderly.

From the intellectual point of view—We endeavor to develop the imagination, curiosity, the spirit of observation, the spirit of investigation, the discovery of the need to understand and to render account of things for one's self.

The Reading Table

*The Problems of Childhood*¹

A book from the pen of Angelo Patri is always welcomed by those in educational work who are seeking to gain a better understanding of the principles underlying the behavior of children. As principal of Public School Number 45 in the great city of New York, his experiences with children have shown him to possess, to a remarkable degree, a progressive, human, and sympathetic understanding of child nature.

The Problems of Childhood is especially dedicated to the beginner, the new teacher, the troubled teacher. Mr. Patri expresses the hope that it will help her to create the atmosphere of a well ordered classroom and to adapt her teaching to the children's needs rather than follow preconceived ideas she has gained during her teacher-training days. For, according to the author, behavior is the effect of the teacher's influence and not an expression of the evil spirit in childhood.

Each little story in the book is a record of some child's behavior and Clinton E. Carpenter, the editor of the book, to whom Mr. Patri pays fitting tribute, has clinched

each chapter with just the right bit of educational theory and principle so that the teacher can interpret it in the light of her own experience. A deep appreciation of the teacher's task and a desire to be of service to his fellow workers and to children is shown throughout the book.

The stories appear in six groups under the following titles which indicate the content of the book: Some Guide Posts, The Child's Physical Nature, The Child Mind, The Child and His Teacher, The Life of the School, The Home and the School.

There is an introduction by William McAndrew, superintendent of schools in Chicago, who for many years worked with Angelo Patri in the public schools of New York City, who speaks with affection and understanding of the younger man's work. He says that this series will coax us away from traditional stupidities and will set before us the enjoyment that it is the lot of the master gardner whose business it is to see that his plants grow to their full perfection. He feels, too, that it is full of nutriment for parents and suggests that it might well be made the basis of a season's study and discussion by parent-teacher associations.—AGNES WINN, *director Division of Classroom Service, National Education Association, Washington, D. C.*

¹By Angelo Patri. Edited by Clinton E. Carpenter. D. Appleton and Co., New York City.

Among the Magazines

THE PENNSYLVANIA SCHOOL JOURNAL in its special "New School Buildings 1926" number has an article which should arrest the thoughtful attention of every kinder-

gartner,—*The Height of Kindergarten Chairs*, by Dr. H. E. Bennett, specialist in School Hygiene, Williamsburg, Virginia.

Dr. Bennett has measured 257 children,

"from three typical kindergartens of a most excellent western city system of schools." He tells us that "the technic of measurement is particularly important—a very elaborate and effective measuring chair having been devised. Previously published measurements have usually been based on some assumed relation of seat and height to stature" or other inaccurate device. He explains the special chair, showing how it is

"made certain that there is definite contact between the seat and the legs just behind the knees but no pressure." He says, "Inasmuch as a seat even a little higher than the correct measure causes pressure in that delicate area behind the knees where it should especially be avoided, the fundamental hygienic requirement is that *seats should not be too high*." Indeed he says, "There is unlimited evidence that a seat some inches lower than one's measured height may be entirely comfortable

and hygienically unobjectionable. It is safe to say that the majority of kindergarten teachers would be more comfortably seated in twelve-inch chairs than are the majority of kindergarten children." This seems so obvious a statement, so in line with the wisdom born of daily experience of the kindergarten teacher, that scientific data to substantiate it seem unnecessary. Yet Dr. Bennett feels that the kindergartners generally are very careless about the proper seating of the kindergarten children. To

return to his specific figures, he found the relation of the children to the height of chairs as follows:

23 per cent— 9-inch chairs
47 per cent—10-inch chairs
28 per cent—11-inch chairs
2 per cent—12-inch chairs

Yet he says, "Inquiry discloses that kindergarten chairs are nearly always selected in

twelve and fourteen-inch heights, that some of the largest dealers in the country have discontinued the sale of ten-inch chairs entirely because there is practically no demand for them, that several types of these chairs are no longer made in ten-inch heights. Dealers protest that it is so difficult to sell kindergarten chairs lower than twelve inches that they cannot afford to carry them in stock." Has this information actually been gathered with the same care that marked the measuring of the children?

One wonders! Especially since some of the large kindergarten systems of the country use ten and twelve-inch chairs as standard heights, and catalogues are to be found listing both. To have the children in chairs of suitable heights is one of the obligations frequently mentioned to kindergartners. Nor is it necessary to trust this to the thoughtfulness of the teacher alone, since a child who is uncomfortably seated is sure to let every one within notice know that something is wrong.

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SCHOOL LIFE

Children's Vocabularies

Children (four, five, and six years old) have vocabularies ranging from 282 to 559 words.

Fowler B. Brooks.

KALENDS

Quoting "American Speech"

At five years there is a noticeable spurt in the childish grasp of language.

Margaret Morse Nice.

THE N. E. A. JOURNAL

Can America Afford Education?

This table is of interest to those working for kindergarten extension; it shows the relative standing of the states.

Dr. Bennett tells us, however, "The truth of these observations may be demonstrated by anyone who will take the trouble to look carefully at the children in any kindergarten where twelve-inch and higher chairs are used." (One trusts it would be difficult if not wholly impossible to find such a kindergarten.) With what he has to say of the danger of allowing children to sit on chairs that are too high, educators of little children are wholly in accord. Though the practical kindergartner knows that the children are prone to choose the higher chairs, seeming to feel that though uncomfortable they lend a certain distinction. "It is not merely the immediate discomfort and unhygienic posture which is involved, nor the unnecessary restlessness and fatigue, but the early formation of bad habits of posture which would persist to some degree even if later seating were correct. Only those who have given much study to the subject can realize the extent to which these habits affect efficiency in school work and cumulatively tend to reduce vitality and induce various diseased conditions. So far as the writer can discover there is no argument whatever in favor of the large seats except the inertia of tradition and a feeling on the part of some purchasers that they get more lumber for their money."

The International Kindergarten Union is especially interested in the matter of children's vocabularies, since its Child Study Committee has had this as its problem for three years and is still carrying on the study. Has it started other lines of research on this problem or is it merely in harmony with a general interest?

SCHOOL LIFE mentions a study made by Dr. Fowler B. Brooks of Johns Hopkins University, in association with some of his students, in one of the poorest sections of Baltimore. The children were four, five, and six years old, some of them with foreign parents, Italians, Bohemians, and Germans. Interviews were held, lasting from

an hour and a half to four hours and a half. Proper names and different words from the same root were not counted. "It was found that the children had vocabularies ranging from 282 to 559 words, and that 217 words used by more than half the children are included by Thorndike among the first 500 in his list of the 10,000 most valuable or important words in the English language." May we infer that these children are getting a fair start in mastery of the language?

THE KALENDS, the house magazine of The Williams & Wilkins Company, quoting from AMERICAN SPEECH—an article by Margaret Morse Nice—gives further statistics on this same problem. She gives some figures making racial comparisons, but as the figures are from individual children or small groups, they are, of course, not conclusive. She reports that nineteen three-year-old Americans had vocabularies extending from 48 words to 1807. Eleven four-year-olds ranged from 811 to 2777 words. At five years there is a noticeable spurt in the childish grasp of language—seven American children ranging from 1528 to 5948. Six year olds showed progress but not such rapid progress as the earlier years.

It is to be hoped and indeed expected that this active and widespread interest will result in definite information on the subject from which may be developed real help in methods of acquiring vocabulary for the kindergarten and primary child.

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION for December has a table of interest to those who are working for the extension of the kindergarten. It is headed, "Can America Afford Education?" and it gives, by states, eleven items for each state on the cost of its education and the assets of the state. This shows inevitably the relative standing of the states. It is suggested that these figures be used by educators as widely as possible, printed in local newspapers, and used as the basis of a study of the educational situation.